WORK STUDENTS DO RUBRIC	(5)	(3)	(1)
ENGAGING PRIOR KNOWLEDGE Instructional materials include strategies that help students to: ▪ Activate (think about) their current understanding of a science concept, ▪ Make explicit (e.g., write down) their understanding of a science concept.	The materials include **many** opportunities to engage prior knowledge.	The materials include **some** opportunities to engage prior knowledge.	The materials include **few** opportunities to engage prior knowledge.
METACOGNITION Instructional materials include strategies that help students to: ▪ Recognize the goals of the chapter/unit as well as their own learning goals, ▪ Assess their own learning, ▪ Reflect, over time, on **what** and **how** they have learned.	The materials include **many** opportunities to promote metacognition.	The materials include **some** opportunities to promote metacognition.	The materials include **few** opportunities to promote metacognition.
ABILITIES NECESSARY TO DO SCIENTIFIC INQUIRY Instructional materials provide opportunities for students to develop the abilities necessary to do scientific inquiry by: ▪ Asking and identifying questions and concepts to guide scientific investigations, ▪ Designing and conducting scientific investigations, ▪ Using appropriate technology and mathematics to enhance investigations, ▪ Formulating and revising explanations and models, ▪ Analyzing alternative explanations and models, ▪ Accurately and effectively communicating results, ▪ Generating additional testable questions.	The materials include **many** opportunities to develop the abilities of scientific inquiry.	The materials include **some** opportunities to develop the abilities of scientific inquiry.	The materials include **few** opportunities to develop the abilities of scientific inquiry.
UNDERSTANDINGS ABOUT SCIENTIFIC INQUIRY Students understand that the work scientists do includes: ▪ Inquiring about how physical, living, or designed systems function, ▪ Conducting investigations for a variety of reasons, ▪ Utilizing a variety of tools, technology, and methods to enhance their investigations, ▪ Proposing explanations based on evidence, logic, and historical and current scientific knowledge, ▪ Communicating and collaborating with other scientists in ways that are clear, accurate, logical, and open to questioning.	The materials include **many** opportunities to help students understand the work scientists do.	The materials include **some** opportunities to help students understand the work scientists do.	The materials include **few** opportunities to help students understand the work scientists do.
ACCESSIBILITY Instructional materials accessible to students address/consider: ▪ Varied learning abilities/disabilities, ▪ Special needs (e.g., auditory, visual, physical, speech, emotional), ▪ English language proficiency, ▪ Cultural differences, ▪ Different learning styles, ▪ Gender.	The materials are **consistently accessible** to diverse learners, providing opportunities for all students to achieve.	The materials are **often accessible** to diverse learners, providing some opportunities for all students to achieve.	The materials are **rarely accessible** to diverse learners, providing limited opportunities for all students to achieve.